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ABSTRACT

Presented are statistics (spring, 1970) on the provision of instruction to handicapped pupils in 2,000 schools selected as representative of US public schools on the basis of school level, school location, and enrollment size. Included are data concerned with the following questions: What proportion of schools enrolled handicapped pupils? (from 85% of school enrolling speech impaired pupils to 4% of schools enrolling blind pupils); How many schools provided specialized instruction? (from 90% of schools enrolling blind students to 29% of schools enrolling crippled students); What proportion of handicapped pupils received special instruction? (from 88% of schools providing aid to all blind pupils to 22% of schools providing aid to all crippled pupils); In what ways was specialized instruction provided? (more elementary than secondary schools provided special classes for most handicaps); How many schools provided only one of the modes of special instruction? (many schools provided only special classes for mentally retarded pupils); What proportion of handicapped pupils received instruction by each of the different modes of instruction? (53% of all mentally retarded pupils and 63% of all deaf pupils were in special classes). Tables present the complete statistics for each question by handicapping condition. Appended are information on general methodology, the questionnaire, and statistics on sampling reliability. (DB)

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Provision Of Instruction To Handicapped Pupils In Local Public Schools

Spring 1970

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Provision Of Instruction To Handicapped Pupils In Local Public Schools

Spring 1970

by
Mark E. Borinsky
National Center for Educational Statistics
Office of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, *Secretary*
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Office of Education
John Ottina, *Commissioner*

FOREWORD

This is one of a series of reports being prepared by the National Center for Educational Statistics (NCES) on provision of instruction to handicapped pupils in local public schools. Two additional summary reports will present statistics on numbers of handicapped pupils and on teachers of the handicapped. A third report will present basic statistics for each of the nine types of handicap for which data were collected.

The statistical information on provision of instruction to handicapped pupils in public schools herein summarized was developed for and in cooperation with the U.S. Office of Education's Bureau of Education for the Handicapped.

The data were collected in the 1970 School Staffing Survey, which was developed and directed by Leslie J. Silverman and A. Stafford Metz of the Educational Manpower Statistics Branch, NCES, under the supervision of Boyd Ladd, Assistant Director for Statistical Development. Sample design, estimation procedures, data collection, and tabulation were carried out under contract by Westat, Inc., Rockville, Md. Subsequent analysis was done under contract by the Research Triangle Institute, Research Triangle, N.C.

Partial data on the handicapped from the School Staffing Survey have appeared in several earlier sources, including *Mental Retardation Source Book of the Department of Health, Education, and Welfare*, DHEW Publication No. (OS) 73-81; *Estimates and Projections of Special Target Group Populations in Public Elementary and Secondary Schools*, prepared by Joseph Froomkin, Inc., for the President's Commission on School Finance; and "Numbers of Pupils with Specific Learning Disabilities in Local Public Schools in the United States: Spring 1970," in *Minimal Brain Dysfunction*, volume 205 of the *Annals of the New York Academy of Sciences*.

In addition to partial financial support for this part of the 1970 School Staffing Survey, the Bureau of Education for the Handicapped provided its professional staff, who contributed significantly to survey design and data analysis. We are grateful to the many public school principals who took time from their very busy days to complete the questionnaires and to the coordinator in each State department of education who made the data collection possible.

Dorothy M. Gilford,
Assistant Commissioner
for Educational Statistics

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Introduction

How many public schools in the United States have recently provided specialized instruction or assistance to handicapped pupils? What proportion of handicapped pupils received special instruction? Were there differences in the provision of special instruction for elementary and secondary schools? These are some of the questions examined in this report.

The data are estimates based upon responses of a sample of local public school principals to a U.S. Office of Education survey in spring 1970 of the numbers of handicapped pupils in the schools and provisions for their instruction. The survey covered approximately 2,000 local public schools representative of the 81,000 such schools in the United States in school districts of 300 or more enrollment. Special schools limiting enrollment to handicapped pupils and operated by local public school systems had the same chance of inclusion in the sample as did all other schools of the same level, enrollment size, and location stratum. Nonpublic schools and schools operated by States and by intermediate school districts were not included.

Information was obtained on the following types of handicaps: speech impairment, learning disability, mental retardation, emotional disturbance, partial hearing impairment, deafness, crippling disorders, partial sightedness, and blindness. (See appendix A for details of survey methodology.)

What Proportion of Schools Enrolled Handicapped Pupils?

The handicap found most frequently was speech impairment: An estimated 85 percent of the local public schools enrolled at least one speech-impaired pupil. An estimated 60 percent of schools enrolled one or more pupils with mental retardation, slightly over half enrolled pupils with a learning disability, while nearly half enrolled pupils with an emotional disturbance. In contrast, pupils with crippling, auditory, or visual handicaps were found in relatively fewer schools. A little more than one-third of the schools each enrolled crippled and hard-of-hearing pupils, and about one-fifth enrolled at least one partially sighted pupil. Deaf or blind pupils were enrolled in only a small proportion (5 and 4 percent, respectively) of schools. (See table 1.)

When examined by school level, similar percentages of elementary and secondary schools enrolled pupils with each of the handicaps, with two exceptions: More elementary than secondary schools enrolled one or more speech-impaired pupils and one or more learning-disabled pupils.

How Many Schools Provided Specialized Instruction or Assistance?

Blindness was the condition for which special instruction or assistance was most likely to be provided: 90 percent of schools enrolling at least one blind pupil provided such help. The survey found that two-thirds or more of the schools with at least one pupil with the specified handicap provided specialized instruction or assistance to speech-impaired (80 percent), mentally retarded (77 percent), deaf (69 percent), and learning-disabled (66 percent) pupils. About half the schools

[1] For data on numbers of handicapped pupils in these schools, see *Number of Pupils With Handicaps in Local Public Schools, Spring 1970*, U.S. Department of Health, Education, and Welfare, Office of Education, DHEW No. (OE) 73-11107.

Table 1.—Local public schools reporting one or more handicapped pupils and providing any designated type of special instruction, by type of handicap and level of school: 50 States and D.C., spring 1970

Type of handicap	Schools with at least one handicapped pupil		Schools providing specialized instruction or assistance	
	Number	Percent of all schools[1]	Number	Percent of schools with handicapped pupils
All schools[2]				
Speech impaired	68,900	85	54,800	80
Learning disabled	42,200	52	27,800	66
Mentally retarded	48,600	60	37,600	77
Emotionally disturbed	38,400	47	19,900	52
Hard of hearing	27,600	34	10,800	39
Deaf	4,100	5	2,800	69
Crippled	28,900	36	8,500	29
Partially sighted	17,700	22	7,900	45
Blind	3,000	4	2,700	90
Elementary schools				
Speech impaired	51,600	91	43,700	85
Learning disabled	32,000	56	22,800	71
Mentally retarded	33,200	58	25,600	77
Emotionally disturbed	27,900	49	14,800	53
Hard of hearing	19,100	34	8,500	45
Deaf	2,800	5	2,400	85
Crippled	18,700	33	5,900	32
Partially sighted	10,800	19	5,100	47
Blind	1,500	3	1,400	98
Secondary schools				
Speech impaired	13,900	69	9,000	64
Learning disabled	8,000	40	4,200	52
Mentally retarded	12,200	60	9,600	78
Emotionally disturbed	9,100	45	4,700	52
Hard of hearing	7,000	35	2,100	30
Deaf	1,100	5	400	39
Crippled	8,400	41	2,100	25
Partially sighted	5,200	26	2,300	44
Blind	1,400	7	1,200	86

[1] Total schools equal 81,000; total elementary schools equal 50,900; total secondary schools equal 20,200.

[2] Combined schools, with both elementary and secondary grades, are included in the totals but not in the detail by school level.

NOTE.—Percentages were computed on unrounded numbers.

All data in this table are estimates based upon a sample of schools. See appendix C for a statement of the reliability of the estimates.

enrolling emotionally disturbed pupils provided specialized instruction or assistance, while smaller proportions of schools provided specialized instruction to pupils with partial loss of vision (45 percent), hearing loss (39 percent), and crippling disorders (29 percent). (See table 1.)

A higher proportion (12 percentage points or more) of elementary than secondary schools provided special instruction or assistance for five types of handicapped pupils: blind, hard of hearing, learning disabled, speech impaired, and deaf. These differences in proportions ranged from 12 percent for blind pupils to 46 percent

for deaf pupils. There was little difference in the percentage of schools providing special instruction or assistance by school level for mental retardation, emotional disturbance, crippling disorders, and partial sightedness.

What Proportion of Handicapped Pupils Received Special Instruction or Assistance?

Among the several handicaps surveyed there was considerable variation in the percentage of schools providing specialized instruction or assistance to all, some, or none of the enrolled pupils with a given condition. Nearly all schools (88 percent) offered such aid to all blind pupils enrolled, while only 22 percent offered it to all crippled pupils. For each of the other handicaps, provision of special help to all pupils showed these groupings: deaf pupils in nearly 70 percent of schools; mentally retarded, speech impaired, learning disabled, and partially sighted in about 40 to 60 percent of schools; and emotionally disturbed and hard of hearing in about one-third of the schools. (See table 2.)

A higher percentage of elementary than secondary schools gave specialized instruction or assistance to 100 percent of enrolled pupils with learning disability, hearing impairment, deafness, or blindness. There was little difference by school level for the remaining handicaps.

In What Ways Was Specialized Instruction or Assistance Provided?

Three modes of specialized instruction or assistance to handicapped pupils were considered: all or part of instruction in separate (special) classes, individualized instruction or assistance in regular classes by regular teachers, and individual instruction or assistance by specialized professional personnel (table 3).

Specialized instruction or assistance to speech-impaired pupils was most often in the form of (1) separate classes for part of their total instruction and (2) individual instruction or assistance by specialized personnel in their own schools. All modes, with no one predominating, were used with learning-disabled pupils, while separate classes for all instruction were the principal method with the mentally retarded. Nearly half the schools with one or more emotionally disturbed pupils provided no instruction for these pupils.

In over half the schools with one or more hard-of hearing, partially sighted, or crippled pupils, no special instruction was provided for these pupils. In schools providing such instruction, it was primarily in regular classes and by specialized professional personnel. Deaf pupils received special instruction most often from the regular teacher in the regular classroom and by specialized professional personnel; blind pupils most frequently from the regular teacher in the regular classroom and by specialized professional personnel in the pupils' own schools.

As already indicated, elementary schools were more likely than secondary schools to give specialized instruction or assistance for five of the nine handicaps; little difference was found for the other four conditions. When these differences in providing instruction by school level are examined according to the different modes of instruction, however, various patterns emerge. For example, with the speech impaired, the difference occurred primarily in the case of "separate classes, part of instruction"—over 56 percent of elementary schools, but only 18 percent of secondary schools. The accumulation of relatively small differences for several of the different modes of instruction accounted for the larger proportion of instruction for the learning disabled in elementary schools.

How Many Schools Provided Only One of the Modes of Special Instruction or Assistance?

For the data in the preceding section (from table 3), schools providing instruction to handicapped pupils in more than one mode of instruction are counted in each mode. For example, some schools may provide instruction to mentally retarded pupils by giving part of instruction in separate classes and by specialized professional personnel. Such schools would have been counted under both types of instruction. The question may be raised, how many schools with handicapped pupils of a given type provide special instruction by only one of each of the types of instruction? Table 4 provides a response to this question. Thus, whereas table 3 shows that 48 percent of local public schools enrolling one or more speech-impaired pupils gave part of instruction to these pupils in separate classes, and 42 percent gave instruction by specialized professional personnel, table 4 indicates that 28 percent of the schools with speech-impaired pupils provided part of instruction in separate classes *only*, and 24 percent by specialized professional personnel *only*. Proportionately, the largest single mode for providing special instruction was by separate classes for all instruction for mentally retarded pupils (35 percent of schools).

What Proportion of Handicapped Pupils Received Instruction by Each of the Different Modes of Special Instruction or Assistance?

The data in table 5 indicate the numbers of pupils receiving the various special modes of instruction or assistance and are analogous to the information for numbers of schools providing special instruction or assistance in the comparable modes listed in the previous section. For example, 45 percent of schools having at least one mentally retarded pupil provided all instruction in separate (special) classes for these pupils (table 3). By comparison, 53 percent of all mentally retarded pupils received this type of instruction (table 5). Similarly, only 11 percent of schools having at least one deaf pupil provided all instruction in separate (special) classes for such pupils, whereas 63 percent of these pupils received this type of instruction. Similar comparisons can be made between proportion of schools providing, and proportion of pupils receiving, special instruction or assistance for each of the handicaps (tables 3 and 5).

Table 2.—Local public schools reporting one or more handicapped pupils with percent of such pupils receiving any designated type of special instruction or assistance, by type of handicap and level of school: 50 States and D.C., spring 1970

Type of handicap	Total schools with at least one handicapped pupil		Schools with different percents of handicapped pupils receiving special instruction or assistance							
			0 percent		1-49 percent		50-99 percent		100 percent	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All schools[1]										
Speech impaired	68,900	100	14,000	20	6,700	10	13,100	19	35,000	51
Learning disabled	42,200	100	14,400	34	4,600	11	4,300	10	18,900	45
Mentally retarded	48,600	100	11,000	23	1,400	3	7,900	16	28,300	58
Emotionally disturbed	38,400	100	18,500	48	4,300	11	2,900	8	12,600	33
Hard of hearing	27,600	100	16,700	60	300	1	1,000	4	9,500	35
Deaf	4,100	100	1,300	31	*	**	*	**	2,800	69
Crippled	28,900	100	20,500	71	600	2	1,400	5	6,500	22
Partially sighted	17,700	100	9,800	55	200	1	300	2	7,400	42
Blind	3,000	100	300	10	-	-	100	2	2,600	88
Elementary schools										
Speech impaired	51,600	100	8,000	15	4,900	9	11,500	22	27,300	53
Learning disabled	32,000	100	9,200	29	4,000	12	3,700	11	15,200	48
Mentally retarded	33,200	100	7,600	23	1,100	3	5,900	18	18,600	56
Emotionally disturbed	27,900	100	13,100	47	3,300	12	1,900	7	9,600	34
Hard of hearing	19,100	100	10,600	55	100	**	900	5	7,600	40
Deaf	2,800	100	400	15	-	-	*	**	2,400	85
Crippled	18,700	100	12,800	68	500	3	1,100	6	4,300	23
Partially sighted	10,800	100	5,800	54	200	1	200	2	4,700	43
Blind	1,500	100	*	2	-	-	-	-	1,400	98
Secondary schools										
Speech impaired	13,900	100	5,000	36	1,400	10	1,300	9	6,200	45
Learning disabled	8,000	100	3,800	48	700	8	500	7	3,000	37
Mentally retarded	12,200	100	2,600	22	100	1	1,500	12	8,000	65
Emotionally disturbed	9,100	100	4,300	48	900	10	900	10	2,900	32
Hard of hearing	7,000	100	4,900	70	200	3	100	1	1,800	26
Deaf	1,100	100	700	61	*	1	-	-	400	38
Crippled	8,400	100	6,300	75	100	1	300	4	1,700	20
Partially sighted	5,200	100	2,900	56	100	1	100	2	2,100	41
Blind	1,400	100	200	14	-	-	-	-	1,200	86

[1] Combined schools, with both elementary and secondary grades, are included in the totals but not in the detail by school level.

-Quantity zero in sample.

*Quantity more than 0 but less than 50.

**Percent more than 0 but less than 0.5

NOTE.—Percentages are computed on unrounded numbers.

Table 3.—Local public schools with one or more handicapped pupils, and number and percent of schools providing any or no designated type of special instruction or assistance, by type of handicap and level of school: 50 States and D.C., spring 1970

Type of handicap	Total schools with at least one handicapped pupil		Schools providing designated types of special instruction or assistance										Designated types of instruction or assistance not provided	
			Separate (special) classes				Individualized special instruction or assistance							
							In regular classroom by regular teacher		By specialized professional personnel					
			All of instruction		Part of instruction				In own school		In another school and/or agency			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All schools[1]														
Speech impaired	68,900	100	*	**	32,900	48	4,500	7	28,800	42	5,600	8	14,000	20
Learning disabled	42,400	100	4,200	10	9,800	23	12,000	28	9,000	21	4,700	11	14,400	34
Mentally retarded	48,600	100	21,700	45	6,100	13	7,600	16	3,800	8	8,400	17	11,030	23
Emotionally disturbed	38,400	100	2,900	7	2,100	6	7,200	19	9,200	24	7,100	18	18,500	48
Hard of hearing	27,600	100	200	1	1,400	5	3,500	13	6,000	22	2,600	9	16,700	61
Deaf	4,100	100	400	11	300	8	1,100	27	800	19	1,300	32	1,300	31
Crippled	28,900	100	200	1	700	2	3,000	10	2,700	9	3,000	10	20,500	71
Partially sighted	17,700	100	100	1	500	3	4,300	24	3,100	17	1,000	5	9,800	55
Blind	3,000	100	100	4	300	11	1,200	42	1,600	55	360	9	300	10
Elementary schools														
Speech impaired	51,600	100	*	**	29,200	56	3,300	6	21,500	42	4,400	8	8,000	15
Learning disabled	32,000	100	3,700	12	7,700	24	10,000	31	7,200	22	4,100	13	9,200	29
Mentally retarded	33,200	100	14,400	43	2,300	7	5,900	18	3,000	9	6,700	20	7,600	23
Emotionally disturbed	27,900	100	2,300	8	1,500	5	5,900	21	6,800	24	5,000	18	13,100	47
Hard of hearing	19,100	100	200	1	1,100	6	2,900	15	4,700	25	2,100	11	10,600	55
Deaf	2,800	100	400	14	200	8	900	33	600	23	1,200	42	400	15
Crippled	18,700	100	100	1	200	1	2,100	11	2,000	11	2,400	13	12,800	68
Partially sighted	10,800	100	100	1	300	3	2,800	25	2,100	19	500	4	5,800	53
Blind	1,500	100	100	7	100	10	600	40	900	62	100	7	*	2
Secondary schools														
Speech impaired	13,900	100	-	-	2,600	18	800	6	6,500	47	700	5	5,000	36
Learning disabled	8,000	100	400	5	2,100	26	1,800	22	1,600	20	300	4	3,800	48
Mentally retarded	12,200	100	5,700	47	3,600	29	1,400	11	700	5	1,300	11	2,600	22
Emotionally disturbed	9,100	100	500	6	600	7	1,100	12	2,300	26	2,000	22	4,300	48
Hard of hearing	7,000	100	*	**	300	4	600	8	1,300	19	400	6	4,900	70
Deaf	1,100	100	*	4	100	9	200	18	100	12	100	10	700	61
Crippled	8,400	100	100	1	500	6	700	9	600	7	300	4	6,300	75
Partially sighted	5,200	100	*	**	200	5	1,300	24	1,000	18	200	4	2,900	56
Blind	1,400	100	*	1	200	14	700	48	700	53	100	8	200	14

[1] Combined schools, with both elementary and secondary grades, are included in the totals but not in the detail by school level.

- Quantity zero in sample.

*Quantity more than 0 but less than 50.

**Percent more than 0 but less than 0.5.

NOTE.—Percentages were computed on unrounded numbers. Percentages add to more than 100 percent because some pupils participated in more than one designated type of instruction.

Table 4.—Local public schools with one or more handicapped pupils, and number and percent of schools providing one, more than one, or none of the designated types of special instruction or assistance, by level of school: 50 States and D.C., spring 1970

Type of handicap	Total schools with at least one handicapped pupil		Only one type of specialized instruction or assistance provided										More than one of the designated types of instruction provided		None of the designated types of instruction or assistance provided	
			Separate (special) classes				Individualized special instruction or assistance									
			All instruction		Part of instruction only		In regular classroom by regular teacher only		By specialized professional personnel: In own school only		By specialized professional personnel: In another school and/or agency only					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All schools[1]																
Speech impaired	68,900	100	-	-	19,200	28	700	1	16,200	24	3,200	5	15,500	22	14,000	20
Learning disabled	42,200	100	2,200	5	4,000	10	6,100	14	3,500	8	2,600	6	9,300	22	14,400	34
Mentally retarded	48,600	100	16,800	35	1,700	3	2,900	6	900	2	7,100	15	8,300	17	11,000	23
Emotionally disturbed	38,400	100	1,800	5	400	1	3,200	8	3,900	10	3,600	9	7,000	18	18,500	48
Hard of hearing	27,600	100	100	**	700	2	1,900	7	4,400	16	1,500	6	2,200	8	16,700	61
Deaf	4,100	100	200	5	100	2	300	8	300	8	1,000	24	900	22	1,300	31
Crippled	28,900	100	200	1	400	1	2,200	8	1,600	6	3,000	10	1,100	4	20,500	71
Partially sighted	17,700	100	100	1	200	1	3,600	20	2,200	13	900	5	900	5	9,800	55
Blind	3,000	100	*	1	100	4	500	18	900	30	300	8	900	29	300	10
Elementary schools																
Speech impaired	51,600	100	-	-	16,900	32	300	1	10,700	21	2,400	5	13,400	26	8,000	15
Learning disabled	32,000	100	2,100	6	3,200	10	5,100	16	2,800	9	2,200	7	7,600	24	9,200	29
Mentally retarded	33,200	100	11,300	34	300	1	2,400	7	800	2	5,800	17	5,100	15	7,600	23
Emotionally disturbed	27,900	100	1,500	5	400	1	2,600	9	2,700	10	2,300	8	5,400	19	13,100	47
Hard of hearing	19,100	100	100	**	500	3	1,700	9	3,400	18	1,100	6	1,800	9	10,600	55
Deaf	2,800	100	200	6	*	**	200	8	300	11	1,000	32	800	28	400	15
Crippled	18,700	100	100	1	-	-	1,400	8	1,100	6	2,400	13	900	5	12,800	68
Partially sighted	10,800	100	100	1	100	1	2,300	21	1,600	15	500	4	500	5	5,800	53
Blind	1,500	100	*	1	*	1	300	22	600	42	100	7	400	25	*	2
Secondary schools																
Speech impaired	13,900	100	-	-	1,600	11	400	3	5,000	35	400	3	1,600	11	5,000	36
Learning disabled	8,000	100	100	1	900	11	900	11	500	6	100	2	1,700	21	3,800	48
Mentally retarded	12,200	100	4,200	34	1,300	11	400	4	100	**	900	7	2,700	22	2,600	22
Emotionally disturbed	9,100	100	300	3	100	1	400	4	1,200	14	1,200	13	1,600	17	4,300	48
Hard of hearing	7,000	100	*	**	200	2	200	3	1,000	15	300	4	400	6	4,900	70
Deaf	1,100	100	*	3	100	5	100	9	*	3	100	6	100	12	700	61
Crippled	8,400	100	*	**	400	5	700	8	500	6	300	4	200	2	6,300	75
Partially sighted	5,200	100	-	-	100	2	1,000	20	600	12	200	3	300	6	2,900	56
Blind	1,400	100	*	1	100	7	200	16	300	21	100	6	500	35	200	14

[1] Combined schools, with both elementary and secondary grades, are included in the totals but not in the detail by school level.

-Quantity zero in sample.

*Quantity more than 0 but less than 50.

**Percent more than 0 but less than 0.5.

NOTE.—Percentages were computed on unrounded numbers.

Table 5.—Number of handicapped pupils in local public schools, and number and percent that received any or no designated type of special instruction or assistance, by type of handicap and level of school: 50 States and D.C., spring 1970

Type of handicap	Handicapped pupils receiving designated types of special instruction or assistance												Designated types of instruction or assistance not received	
	Total handicapped pupils		Separate (special) classes				Individualized special instruction or assistance							
			All of instruction		Part of instruction		In regular classroom by regular teacher		By specialized professional personnel					
									In own school		In another school and/or agency			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All schools[1]														
Speech impaired	1,793,300	100	1,600	**	850,900	47	92,200	5	462,100	26	14,600	1	569,400	32
Learning disabled	1,160,400	100	80,700	7	337,500	29	245,000	21	95,500	8	8,600	1	512,000	44
Mentally retarded	935,900	100	498,600	53	104,700	11	99,400	11	32,700	4	46,100	5	208,100	22
Emotionally disturbed	555,600	100	54,500	10	30,200	5	82,200	15	95,200	17	26,300	5	303,000	55
Hard of hearing	131,100	100	3,400	3	6,800	5	9,800	7	12,600	10	13,300	10	89,600	68
Deaf	23,200	100	14,700	63	1,900	8	1,900	8	2,100	9	2,000	9	2,200	10
Crippled	81,700	100	5,300	7	10,200	12	7,400	9	9,400	12	4,300	5	51,800	63
Partially sighted	64,300	100	1,500	2	3,400	5	8,600	13	5,900	9	1,600	2	47,200	73
Blind	6,200	100	600	9	1,800	29	1,900	31	2,900	47	400	6	400	6
Elementary schools														
Speech impaired	1,519,600	100	200	**	778,400	51	71,000	5	384,400	25	10,500	1	447,200	29
Learning disabled	778,700	100	68,000	9	215,500	28	197,200	25	69,100	9	6,600	1	313,400	40
Mentally retarded	605,900	100	323,500	53	27,800	5	74,500	12	15,400	3	30,700	5	152,700	25
Emotionally disturbed	370,700	100	36,500	10	21,300	6	61,200	16	63,600	17	14,000	4	198,100	53
Hard of hearing	70,800	100	2,900	4	3,900	6	5,700	8	9,200	13	2,000	3	50,400	71
Deaf	18,300	100	12,700	70	1,100	6	1,500	8	1,800	10	1,900	10	500	2
Crippled	40,400	100	3,200	8	4,700	12	4,100	10	5,600	14	3,200	8	23,600	58
Partially sighted	30,300	100	1,200	4	1,900	6	5,900	20	3,700	12	800	3	19,200	63
Blind	3,200	100	500	16	800	26	1,100	33	1,500	48	100	3	*	1
Secondary schools														
Speech impaired	197,600	100	*	1	45,000	23	12,800	6	60,000	30	2,800	1	93,800	47
Learning disabled	314,400	100	11,700	4	122,000	39	44,800	14	19,100	6	1,100	**	142,100	45
Mentally retarded	257,300	100	129,600	50	71,800	28	19,300	8	15,200	6	13,100	5	39,400	15
Emotionally disturbed	159,600	100	15,700	10	8,700	5	14,700	9	30,900	19	12,000	8	89,300	56
Hard of hearing	50,400	100	500	1	2,900	6	4,000	8	3,500	7	11,200	22	29,600	59
Deaf	3,100	100	500	18	800	26	400	12	300	11	100	3	1,400	45
Crippled	36,000	100	1,000	3	5,500	15	3,000	8	3,800	11	700	2	24,800	69
Partially sighted	23,900	100	*	**	1,500	6	2,300	10	2,200	9	500	2	18,800	79
Blind	2,800	100	100	2	1,000	34	800	30	1,400	50	200	8	200	7

[1] Pupils in combined schools, with both elementary and secondary grades, are included in the totals but not in the detail by school level.

*Quantity more than 0 but less than 50.

**Percent more than 0 but less than 0.5

NOTE.—Percentages were computed on unrounded numbers. Percentages add to more than 100 percent because some pupils participated in more than one designated type of instruction.

APPENDIX A

GENERAL METHODOLOGY

Source of Data

The source of data for this report is the School Staffing Survey conducted in the spring of 1970 by the National Center for Educational Statistics, U.S. Office of Education (OE), with support from OE's National Center for the Improvement of Educational Systems and the Bureau of Education for the Handicapped. The former National Center for Educational Research and Development supported the spring 1969 pilot survey, which preceded the 1970 survey.

Design of the Survey

Data on handicapped pupils were collected in spring 1970 from a survey sample of 1,996 public elementary and secondary schools, representative of the Nation's 81,000 local public schools, by three strata: school level—elementary and secondary; school location—large cities (the 130 cities with 100,000 or more population as of the 1960 census), the metropolitan areas surrounding these cities, and all other areas of the 50 States and the District of Columbia; and enrollment size—five groups.

These schools were a subsample of the total School Staffing Survey sample of 4,400 schools. Schools in systems enrolling fewer than 300 pupils were excluded from the survey (these systems contained about 10 percent of all schools but less than 2 percent of all pupils in public schools). Approximately 85 percent of the schools in this subsample returned usable forms and are the basis for estimates of the populations of schools and pupils.

The data in this report were obtained from school principals or from members of their immediate staffs.

APPENDIX B

RELEVANT PORTION OF QUESTIONNAIRE AND DEFINITIONS OF CONDITIONS OF HANDICAP

Questions Asked

The same questions were asked for all nine types of handicaps. The questions, using specific learning disabilities as an example, are presented on pages 12 and 13.

PUPILS WITH SPECIFIC LEARNING DISABILITIES[1]

A. Are there currently any special classes in this school, for PUPILS WITH SPECIFIC LEARNING DISABILITIES?

Yes... ☐

No.... ☐ → (Skip to G)

PUPILS RECEIVING ALL THEIR INSTRUCTION IN SPECIAL (OR SEPARATE) CLASSES

B. Are there currently any pupils in this school who receive ALL their instruction (with the possible exception of physical education) in separate (or special) classes for PUPILS WITH SPECIFIC LEARNING DISABILITIES? (Do not include here pupils who receive only part of their instruction in separate classes. Record them in C below.)

Yes... ☐ → Number of pupils in these classes.._____

No.... ☐

PUPILS RECEIVING PART OF THEIR INSTRUCTION IN SEPARATE CLASSES[2]

C. Are there any pupils currently enrolled in this school who receive only part of their instruction in separate classes in this school, for PUPILS WITH SPECIFIC LEARNING DISABILITIES?

Yes... ☐ → Number of pupils in these classes.._____

No.... ☐

D. Are there any pupils currently enrolled in another school who come to this school especially to receive part of their instruction in separate classes for PUPILS WITH SPECIFIC LEARNING DISABILITIES? (Pupils are enrolled elsewhere, come here part-time for separate classes.)

Yes... ☐ → Number of pupils from another school in these classes....._____

No.... ☐

PROFESSIONAL STAFF INSTRUCTING IN SEPARATE CLASSES[2]

E. How many professional staff now instruct in these separate classes for PUPILS WITH SPECIFIC LEARNING DISABILITIES (indicated in B through D)?

Number instructing full-time in these classes....._____

Number instructing part-time in these classes....._____

If any part-time staff are reported above, continue with F; otherwise, skip to G.

F. If one or more professional staff instruct part-time in these classes, what is the total number of "days per week" spent by all these staff members instructing part-time in these classes?

Total days per week....._____

---

1) PUPILS WITH SPECIFIC LEARNING DISABILITIES exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders in listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantages.

INDIVIDUALIZED INSTRUCTION IN THIS SCHOOL[2)]

G. Are there any PUPILS WITH SPECIFIC LEARNING DISABILITIES currently enrolled in this school who receive individualized special instruction for PUPILS WITH SPECIFIC LEARNING DISABILITIES in regular classes from regular teachers?

Yes... ☐ → Number of pupils..... _____

No.... ☐ → (Skip to I)

H. How many regular teachers in regular classes provide individualized special instruction to the pupils recorded in G above?

Number of regular teachers..... _____

I. Are there any PUPILS WITH SPECIFIC LEARNING DISABILITIES currently enrolled in this school who regularly receive individualized special instruction or assistance (not in separate classes) from specialized professional personnel other than a regular classroom teacher?

Yes... ☐ → Number of pupils..... _____

No.... ☐ → (Skip to K)

J. How many specialized professional personnel have as a regular assignment the provision of individualized special instruction or assistance to the pupils recorded in I above?

Number of specialized professional personnel..... _____

PROVISIONS FOR SPECIAL INSTRUCTION OUTSIDE OF THIS SCHOOL[2)]

K. Are there any pupils currently enrolled in this school who attend another school and/or agency to receive individualized special instruction or to attend separate classes for PUPILS WITH SPECIFIC LEARNING DISABILITIES?

Yes... ☐ → Number of pupils..... _____

No.... ☐

OTHER PUPILS WITH SPECIFIC LEARNING DISABILITIES[2)]

L. Are there any other PUPILS WITH SPECIFIC LEARNING DISABILITIES currently enrolled in this school who have not been reported in questions B through K above?

Yes... ☐ → Number of pupils..... _____

No.... ☐

TOTAL NUMBER OF PUPILS WITH SPECIFIC LEARNING DISABILITIES[3)]

M. What is the Total Number of PUPILS WITH SPECIFIC LEARNING DISABILITIES currently enrolled in this school? (Include those for whom no special instruction or assistance is provided, but do not include pupils enrolled in another school as reported in D.)

Number of pupils..... _____

---

2) Pupils and staff can be counted in more than one instructional situation. For example, if a pupil is part-time in separate classes and also receives individualized instruction in regular classes, he should be counted in both places.

3) The total number of pupils reported in "M" is not necessarily equal to the sum of all pupils reported in "B" through "L" above, since the same pupils may be counted in more than one place.

Definitions Used in the Questionnaire

PUPILS WITH SPEECH IMPAIRMENTS have unusual difficulty in oral communication and require specialized instruction.

PUPILS WITH SPECIFIC LEARNING DISABILITIES exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders in listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantages.

MENTALLY RETARDED PUPILS' level of mental development is such that these pupils have been identified by professionally qualified personnel as unable, without special help, to benefit from the usual school program.

EMOTIONALLY DISTURBED PUPILS have been identified by professionally qualified personnel as having an emotional handicap of such a nature and severity as to require one or more special services, whether or not such services are available.

HARD-OF-HEARING PUPILS' hearing is sufficiently impaired as to require specialized instruction.

DEAF PUPILS are those with severe or profound loss of hearing.

CRIPPLED PUPILS have physical impairments which might restrict normal opportunity for education or self-support. This term is generally considered to include individuals having impairments caused by congenital anomaly (e.g., cleft palate, clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, cerebral palsy, etc.), and impairments caused by accidents (e.g., fractures or burns which cause contractures).

A PARTIALLY SIGHTED PUPIL'S sight is sufficiently impaired as to require specialized instruction.

BLIND PUPILS are those with severe or profound loss of vision.

APPENDIX C

SAMPLING RELIABILITY AND TABLES

The data in this report are derived from a sample and, therefore, are subject to sampling variability. The sampling error is a measure of sampling variability such that the chances are about 2 in 3 that an estimate from the sample would differ from the result of a survey of all schools, using the same procedures, by less than the sampling error. The sampling error does not include systematic error or bias in the data such as might affect the data even in a complete survey. This appendix describes the method for deriving estimates of sampling reliability for data presented in this report.

1. *Sampling error for percent of total schools with a given characteristic (for table 1, column 1)*

Appendix table A gives the estimated sampling errors in percentage points for estimated percents of total number of schools having a specified characteristic, e.g., percent of total elementary schools with mentally retarded pupils (table 1, column 1). To obtain an estimated sampling error for an estimated percentage not shown in table A, simply use linear interpolation for an approximation. (This applies also to appendix table B.)

Example: Table 1 shows that 47 percent of schools report at least one emotionally disturbed pupil. Appendix table A shows that the estimated sampling error for a characteristic found in 50 percent of all schools is 1.5 percent and the estimated sampling error for a characteristic found in 25 percent of all schools is 1.3 percent. By interpolation, the estimated sampling error for a characteristic found in 47 percent of all schools is (to the nearest tenth of 1 percent) 1.5 percent.

2. *Sampling error for percent of schools having at least one pupil with specified handicap that has a given characteristic (other than table 1, column 1)*

The percentages in tables 1-4 (except for column 1 of table 1) are expressed as a proportion of schools having at least one pupil with the given handicapped condition. To determine estimates of the sampling error for these percentages, first obtain the sampling error for the percentage from appendix table A, then, to adjust for the subgroup, multiply the sampling error by the factor $1/\sqrt{p}$, where

$$p = \frac{\text{number of schools in the stratum having at least one pupil with the handicap}}{\text{total number of schools in the stratum}}$$

Example: Table 3 shows that an estimated 43 percent of elementary schools with at least one mentally retarded pupil provided instruction for these pupils in separate (special) classes for all of their instruction. From appendix table A it is determined (by interpolation) that the sampling error for an estimate of 43 percent of all elementary schools is 1.8; this figure is then multiplied by the factor $1/\sqrt{p}$. From table 1, column 2, p equals 58 percent and $1/\sqrt{p}$ = 1.3. The estimated sampling error, therefore, is 1.8 x 1.3 = 2.3 percent.

3. *Sampling error for number of schools having a given characteristic (for table 1, column 1)*

Estimates of the *number* of schools having a given characteristic (e.g., number of schools with mentally retarded pupils) are subject to the same relative sampling error as the corresponding *percent* of all schools for a given stratum with the characteristic. The calculation is in two steps: 1) Obtain the sampling error in appendix table A based on the percent of schools with the given characteristic (as in case 1). 2) Multiply this sampling error by the appropriate number of schools (total schools equal 81,000, total elementary schools equal 56,900, and total secondary schools equal 20,200) to arrive at the sampling error.

Example: Table 1 shows an estimated 38,400

schools (47 percent of the 81,000 total) reported at least one emotionally disturbed pupil. For 47 percent, appendix table A yields a sampling error of 1.5 percent (see example 1), which is then multiplied by the total number of schools for the stratum (in this case, 81,000 x .015) to give the estimated sampling error—1200—for the number of schools reporting at least one emotionally disturbed pupil.

4. *Sampling error for number of schools having a given characteristic (other than table 1, column 1)*

Estimates of the *number* of a subgroup of schools having a given characteristic (e.g., number of schools with mentally retarded pupils who are in separate classes for all instruction) are subject to the same relative sampling error as the corresponding *percent* of all schools for a given stratum (with the characteristic). The calculation is in three steps: 1) Obtain the sampling error in appendix table A based on the percent of schools with the given characteristic. 2) Multiply this sampling error by the factor $1/\sqrt{p}$, where

$$p = \frac{\text{number of schools in the stratum having at least one pupil with the handicap}}{\text{total number of schools in the stratum}}$$

The product of steps 1 and 2 is the sampling error for the percentage corresponding to the number of schools having a given characteristic. (Note that steps 1 and 2 are identical with the procedure shown in case 2.) 3) Multiply this product by the appropriate number of schools having at least one pupil with the handicap in question (from column 1, table 1) to arrive at the sampling error.

Example: Table 3 shows that an estimated 12 percent of secondary schools with at least one emotionally disturbed pupil provided individualized special instruction or assistance in the regular classroom by the regular teacher. For such a percentage, it is determined from appendix table A (by interpolation) that the sampling error is 1.4; this figure is then multiplied by $1/\sqrt{p}$, (from table 1, column 2, p equals 45 percent and $1/\sqrt{p}$ = 1.5), yielding an estimated sampling error for the 12-percent figure of 2.1 percent (1.4 x 1.5). This figure is then multiplied by the number (9,100) of secondary schools having at least one emotionally disturbed pupil—from column 1, table 1—to arrive at sampling error of 200 (.021 x 9,100).

5. *Sampling error for estimates of the number of handicapped pupils receiving special instruction or assistance*

Estimates of relative sampling error for estimates of the number of pupils with a given characteristic (table 5) are found by reference to the percentage of total schools that have pupils with the given characteristic.

The procedure is as follows: Determine from table 3 the number of schools that have pupils with the given characteristic. Then determine the percentage of total schools that this number represents (total schools equal 81,000, total elementary schools equal 56,900, total secondary schools equal 20,200). Finally, determine the sampling error for the appropriate column in appendix table B based on the percentage of total schools with the characteristic.

Example: Table 5 gives an estimate of 30,200 emotionally disturbed pupils in the "all schools" category who received special instruction or assistance in separate, special classes for part of their instruction. Table 3 shows the estimated number of such pupils was reported by 6 percent of all 81,000 schools. Appendix table B reveals that an estimate of the total number of emotionally disturbed pupils in the "all schools" category is subject to an estimated relative sampling error of 18.2 percent (by interpolation) when 6 percent of all 81,000 schools had any emotionally disturbed pupil receiving special instruction or assistance. This relative sampling error, when applied to the estimate of 30,200 emotionally disturbed pupils in the "all schools" category receiving special instruction or assistance (.182 x 30,200), gives a sampling error of about 5,500 pupils.

6. *Sampling error for percent of handicapped pupils receiving special instruction or assistance*

Sampling errors for estimated percents of handicapped pupils receiving special instruction or assistance can be estimated according to the following procedures:

For percents less than 20 use the relative errors provided in appendix table B.

Example: Table 5 estimates that 15 percent (i.e., 5,500 out of a 36,000 enrollment) of crippled pupils in secondary schools received part of their instruction in separate, special classes. Table 3 shows that the 15-percent estimate was derived from an estimated 6 percent of all 56,900 elementary schools. Appendix

table B reveals that, with 6 percent reporting, an estimate of the percent of crippled pupils in secondary schools receiving part of their instruction in separate, special classes is subject to an estimated relative sampling error of 25.4 percent (by interpolation). This relative sampling error, when applied to the 15-percent estimate (.254 x .15), gives a sampling error of 4 percent. For percents greater than 20 use:

$$\text{Relative error}\left(\frac{X}{Y}\right) = \sqrt{(\text{relative error of } X)^2 - (\text{relative error of } Y)^2}$$

Example: Table 5 shows that an estimated 39 percent (i.e., 122,000 out of a 314,400 total) of learning-disabled pupils (Y) in secondary schools received part of their instruction in separate, special classes (X). An estimated 26 percent of secondary schools provided part of instruction in separate, special classes to learning-disabled pupils (table 3), while an estimated 40 percent of secondary schools had learning-disabled pupils (table 1). The values for the relative sampling errors obtained from appendix table B by interpolation are approximately X = 11.1 and Y = 8.8, and the relative sampling error of the ratio is 6.8 percent $\left(\sqrt{(11.1)^2 - (8.8)^2}\right)$. This error, when applied to the estimated percentage of learning-disabled pupils in secondary schools receiving part of their instruction in separate, special classes (.068 x .39), gives a sampling error of 2.7 percent.

APPENDIX TABLES

Table A.—Estimated sampling errors in percentages for estimates of the percent of schools having a specified characteristic, by level of school

Level and location of school	Estimated percent of schools reporting the item				
	2 or 98	5 or 95	10 or 90	25 or 75	50
All schools	0.3	0.6	0.9	1.3	1.5
Elementary schools	0.4	0.8	1.1	1.6	1.9
Secondary schools	0.5	0.9	1.3	1.9	2.2

Table B.—Estimated relative sampling errors, in percent, for estimates of numbers and percent of handicapped pupils receiving special instruction or assistance, by level of school

Level and location of school	Estimated percent of schools reporting the item					
	5	10	25	50	75	100
All schools	19.4	13.5	8.1	5.2	3.7	2.7
Elementary schools	26.9	18.7	11.2	7.1	5.1	3.7
Secondary schools	27.1	18.8	11.3	7.2	5.2	3.7